

North Dakota Transition Follow-Up Project

1999-2000 Cohort Telephone Follow-up Interview Data Report

prepared by
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Introduction

Educators are now more accountable for the education of their students than at any other time in history. To this end the U.S. Department of Education has established outcome standards in accordance with the Government Performance and Results Act (GPRA). These GPRA standards are used to measure the impact of Department of Education (including special education) services to children and youth throughout the country.

Special education transition services have been one prime focus area in the examination of outcomes for students with disabilities. When students with disabilities exit public schools and begin community life as young adults, they begin a critical period in their lives. The choices they make in further education and training, living arrangements, work, and recreation and leisure are telling tales as to their preparation in high school. The Department of Education, Office of Special Education (OSEP) GPRA standards require the measurement of high school graduation rates, dropout rates, and student performance on state and local assessments (22nd Annual Report to Congress). While these may be useful markers of the impact of secondary special education services, they are not sufficient in giving a complete picture of life after school. This report assists North Dakota in meeting certain federal reporting requirements, and also provides a broader picture of the impact of transition for our youth with disabilities.

In 1998, staff from the North Dakota Department of Public Instruction (DPI) conceptualized a two-phase study to follow students with disabilities as they left the public education system. The study is a five-year longitudinal project that examines student status at exit from high school, and then at one, and three-year intervals after school. Items of interest include satisfaction with high school, involvement in transition planning, and degree of post-school involvement in employment, living, and social arrangements. The two phases of the study are to gather school exit data from students with disabilities, and then gather follow-up data from these students and/or their families through telephone interviews. School personnel complete the exit interviews, and NDCPD students and staff conduct the follow-up telephone interviews.

This study is difficult to conduct, yet innovative in its conceptualization. Many states have contacted ND Department of Public Instruction, Office of Special Education staff regarding this study's design and methodology. It is hoped that this study will present a useful model for other states that conduct longitudinal analyses of transition data.

This report is a summary of the data and analyses of the 1999 and 2000 cohorts of students with disabilities who exited from North Dakota (ND) schools in nine special education units. These students' initial school exit data were reported by Hoover (2000), and are available by contacting the ND DPI office in Bismarck.

For a more in-depth analysis of ND trends, the reader is encouraged to compare these results to those presented in two companion reports, the Hoover (2000) report and the 2001 Student Exit Interview Report. This report, along with specific special education unit reports, may be requested by contacting Dr. Brent A. Askvig at the ND Center for Persons with Disabilities, 500 University Ave. W., Minot, ND 58707, phone (701) 858-3052. Fees for the unit reports will be negotiated between the district and NDCPD.

Although Hoover (2000) reported the initial exit interview data for these same cohorts, only summaries of the exit interviews were available to the current researchers. Consequently, it has been very difficult to draw parallels between the current follow-up surveys and the original exit interviews. Without the original exit data, it is impossible to connect the subsequent follow-up data to it. As a result, there are a range of interesting analyses that cannot be conducted. We have taken steps to ensure an integrated and annotated data set that will help eliminate these limitations with future cohorts of students.

Methodology

The general procedure for this study was to telephone family members of the 1999 and the 2000 school year exiters from the participating special education units. Once contacted, the family members were interviewed using the NDCPD Transition Follow-up Project Interview Questionnaire (see Appendix A). This instrument and the contact protocol are described below.

Instrument. The Interview Questionnaire was developed after an extensive review of many materials. DPI staff provided us with an initial outline of some questionnaire items based on their earlier work on the project. In addition, we obtained several examples of transition questionnaires from the literature, including samples from an Idaho follow-up study, samples from Dr. Eugene Edgar in Washington state, and items from the National Secondary Transition Longitudinal study.

Items from these materials were analyzed, and useful structural features were selected. The authors then designed initial drafts that included items on education, employment, living arrangements, and social activities. These drafts were revised many times with input from DPI staff and other NDCPD colleagues. The final version

(Appendix A) was selected to incorporate the most salient items of interest, and to allow for an efficient instrument for gathering data via a telephone call.

Contact protocol. The protocol for contacting participants was developed by staff with the assistance of several student workers. However, the first big step was to compile the call list. Initially, we used the exit interview reports provided by the participating special education units. Unfortunately, not all the reports had been sent to us, nor were several of them complete. NDCPD staff contacted all special education unit staff, who provided updated copies of information, including family names, addresses and telephone numbers. This information was (and still is) kept in locked file cabinets at NDCPD. Student workers then constructed computer data files with this information. All student information was organized by identification codes rather than name to insure greater confidentiality. These data files were then used to generate call logs for the interviews.

The authors trained the student workers in the proper procedures for conducting the telephone calls using the protocol shown on the questionnaire along with an Introduction Script to help initiate the survey. The students were also given a list of possible Frequently Asked Questions (FAQs) that might arise from the interviewees during the survey. Both the Introduction Script and the FAQs are in Appendix B.

Students practiced face-to-face and on the telephone with staff and with each other until they were comfortable with the process and the materials. The students were coached on how to handle participant questions about the study such as requests for more information or services, or refusals to participate. They were instructed to make at least five separate contact attempts for the 1999 cohort and three attempts for the 2000 cohort. These attempts had to occur at least two hours apart, or on separate days.

Results

Participants. Parents of students from 9 ND special education units were the target participants for this study. Table 1 shows the participating special education units for each year. The contact lists contained 330 students, 122 from the 1999 cohort and 208 from the 2000 cohort. Table 2 shows the disposition of the contacts for each of these cohort groups. We were able to obtain completed questionnaires from 40.98% of the 1999 cohort and 42.31% from the 200 cohort. The overall contact rate was 41.82%.

1999 Special Education Units	2000 Special Education Units
•Wilmac •Peace Garden •Lake Region	•Buffalo Valley •Wilmac •West Fargo

•Fargo	•Emmons •Dickinson •Pembina •Peace Garden •Lake Region •Fargo
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Table 1: Participating Special Education Units

Note: Initially the authors developed a questionnaire for the exiting students. We selected approximately 20 students to call, with the idea that we would compare student responses with the responses of their parents. This would be done to determine which group might produce the most reliable and valid data for this survey. However, only one student agreed to respond to the questionnaire. Thus, the authors relied on family member contacts for this study.

1999 - 1st Year Contact	Wilmac	P Garden	L Region	Fargo	Total					
Total Possible Surveys	<u>51</u>	<u>18</u>	<u>10</u>	<u>43</u>	<u>122</u>					
Completed Surveys	14	10	8	18	50					
Five Attempts	9	3	2	10	24					
Bad Demo Info*	16	5	0	6	27					
Parents Not Willing	2	0	0	3	5					
Student still in school	1	0	0	2	3					
No demo info from unit	9	0	0	4	13					
2000 - 1st Year Contact	Buffalo	Wilmac	W Fargo	Emmons	Dickinson	Pembina	P Garden	L Region	Fargo	Total
Total Possible Surveys	<u>31</u>	<u>25</u>	<u>21</u>	<u>6</u>	<u>20</u>	<u>14</u>	<u>5</u>	<u>36</u>	<u>50</u>	<u>208</u>
Completed Surveys	17	11	12	2	5	4	3	10	24	88
Three Attempts	8	5	5	4	5	6	2	15	15	65
Bad Demo Info*	4	4	3		1	1		8	9	30
Parents Not Willing	2	1	1		2	2		1		9
Student still in school					3					3
No demo info from unit		4			4	1		2	2	13
* Phone Disconnected, Incorrect Phone Number, or Demographic Information Received Out-of-date										

Table 2: Telephone Survey Results (1999 & 2000)

Student demographics. Table 3 provides a comparison of the number of males and females who participated in the original exit interviews and the follow-up phone surveys. The table makes it possible to determine whether there are substantial differences between the population and the sample. In the current study, the population is defined as those students for whom we have exit interview data when they left high school. The sample in the current study is those students for whom we have follow-up interview data. Table 3 provides a further breakdown of the number of students from each participating special education unit who completed exit and follow-up interviews.

Year	Sped Unit	Metric	Exit Interview	Follow-Up Interview
1999	Fargo	Female	11 (25.6%)	5 (27.8%)
		Male	32 (74.4%)	13 (72.2%)
	Lake Region	Female	3 (30.0%)	2 (25.0%)
		Male	7 (70.0%)	6 (75.0%)
	Peace Garden	Female	2 (11.1%)	0 (0.0%)
		Male	16 (88.9%)	10 (100%)
	Wilmac	Female	19 (37.3%)	6 (42.9%)
		Male	32 (62.7%)	8 (57.1%)

	Total	Female	35 (28.7%)	13 (26.0%)
		Male	87 (71.3%)	37 (74.0%)
2000	Buffalo Valley	Female	10 (32.3%)	6 (35.3%)
		Male	21 (67.7%)	11 (64.7%)
	Dickinson	Female	7 (40.0%)	0 (0%)
		Male	12 (60.0%)	5 (100%)
	Emmons	Female	3 (50.0%)	2 (100%)
		Male	3 (50.0%)	0 (0%)
	Fargo	Female	21 (42.0%)	10 (41.7%)
		Male	29 (58.0%)	14 (58.3%)
	Lake Region	Female	10 (27.8%)	3 (30.0%)
		Male	26 (72.2%)	7 (70.0%)
	Peace Garden	Female	1 (20.0%)	0 (0%)
		Male	4 (80.0%)	3 (100%)
	Pembina	Female	3 (21.4%)	1 (25.0%)
		Male	11 (78.6%)	3 (75.0%)
	West Fargo	Female	9 (42.9%)	7 (58.3%)
		Male	12 (57.1%)	5 (41.7%)
	Wilmar	Female	9 (36.0%)	4 (36.4%)
		Male	16 (64.0%)	7 (63.6%)
	Total	Female	74 (35.6%)	33 (37.5%)
		Male	134 (64.4%)	55 (62.5%)

Table 3: Gender of Participating Students

In the 1999 cohort, 28.7% of the population was female (n=35) and 71% male (n=87). The sample represented by the number of students completing the follow-up survey in 2001 was 26.0% female (n=13) and 74% male (n=37). Even though the sample size is only half that of the population, it appropriately represents the number of males and females.

A similar trend is noted in the 2000 cohort. Slightly over 35% of the original population was female and approximately 64% was male. The sample was made up of 37.5% female and 62.5% male. Again, the sample appropriately represents the distribution of gender in the population.

Table 4 provides a comparison of the racial and ethnic background of the participating students. In both cohorts of students, the largest ethnic group is white/Caucasian. The second largest group is American Indian/Alaskan Native. This trend holds true for both the original exit interview data and the subsequent follow-up data. Because of the very low numbers of students who belong to ethnic minorities, when any one of them moves, the resulting changes in the percentages are amplified. There was also at least one case where ethnicity was not recorded on the exit form.

Year	Race	Exit Interview	Follow-Up Interview
1999	White	100 (86.2%)	44 (93.6%)
	American Indian/Alaska Native	12 (10.3%)	2 (4.3%)
	Hispanic	1 (0.9%)	
	Black	1 (0.9%)	
	Asian/Pacific Islander	1 (0.9%)	

	Other	1 (0.9%)	1 (2.1%)
	Total	116 (100%)	47 (100%)
2000	White	181 (88.3%)	77 (88.5%)
	American Indian/Alaska Native	16 (7.8%)	5 (5.7%)
	Hispanic	1 (0.5%)	
	Black	5 (2.4%)	3 (3.4%)
	Asian/Pacific Islander	1 (0.5%)	1 (1.1%)
	Other	1 (0.5%)	1 (1.1%)
	Total	205 (100%)	87 (100%)

Table 4: Race of Participating Students

In the 1999 cohort, students from diverse racial backgrounds are not participating in the follow-up survey at the same rate as their white/Caucasian peers. This trend is not being seen with the 2000 cohort, however. It will be interesting to monitor this trend and see if it is a function of time.

Table 5 provides a breakdown of the participating students and their disability category as indicated in the exit data. The two largest disability categories represented in both the initial exit data and the subsequent follow-up data are specific learning disability (SLD) and mental retardation (MR). The percentage of students with these disabilities is remarkably stable in both cohorts over both the exit and follow-up interviews. Because most of the other disability categories are low-incidence with only one or two students, any changes are magnified in the resulting percentages.

Year	Disability Category	Exit Interview	Follow-Up Interview
1999	AUT		
	MR	14 (11.5%)	7 (14.0%)
	HI	1 (0.8%)	
	OHI	4 (3.3%)	2 (4.0%)
	OI	1 (0.8%)	1 (2.0%)
	ED	21 (17.2%)	6 (12.0%)
	SI	4 (3.3%)	2 (4.0%)
	SLD	77 (63.1%)	32 (64.0%)
	TBI		
	VI		
	Total	122 (100%)	50 (100%)
2000	AUT	2 (1.0%)	1 (1.1%)
	MR	33 (15.9%)	14 (15.9%)
	HI	1 (0.5%)	
	OHI	2 (1.0%)	
	OI	2 (1.0%)	1 (1.1%)
	ED	19 (9.1%)	5 (5.7%)
	SI	5 (2.4%)	4 (4.5%)
	SLD	142 (68.3%)	62 (70.5%)
	TBI	1 (0.5%)	1 (1.1%)
	VI	1 (0.5%)	
	Total	208 (100%)	88 (100%)

Table 5: Disability of Participating Students

Education and training. Parents were asked if the exiting students had attended or were attending any post-high school education or training institution. Figure 1 shows that over half of the students had or were

currently attending school. It is interesting to note that cohort 1999 had a higher percentage attending school than those students who were out of school for only one year (cohort 2000).

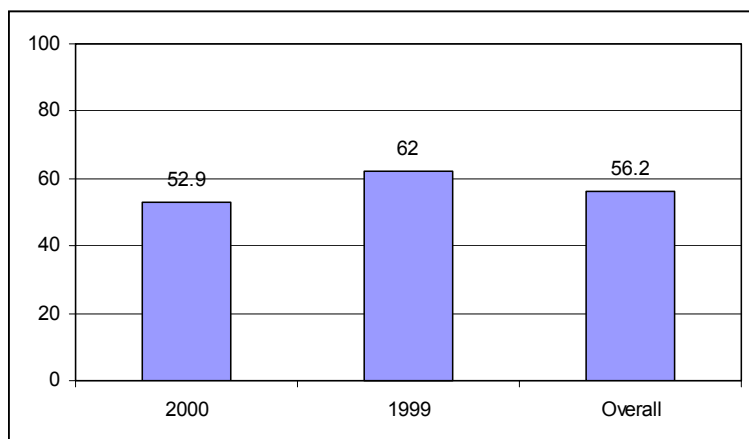


Figure 1: Percent of students attending/attended school after high school

Parents' anecdotal reports (see Appendix C for anecdotal data from the all questionnaire responses) show that students were attending four-year colleges and universities (e.g., UND, Jamestown College, Montana State University), and two-year colleges (e.g., Moorhead Tech, Bismarck State College, Williston State College) both in and out of ND. Students also participated in trade or technical training at programs such as Josef's School of Hair Design, Burdick Job Corps Center, and Brown Institute of Culinary Arts. Finally some students were receiving training at specialized disability programs such as Progress and Alpha Center or the Courage Center in Minneapolis, MN.

Employment

Parents were asked about the work situations of the students. Figure 2 shows that nearly three fourths of all students were employed. Of those not employed, 23.1% of the 1999 cohort group and 47.6% of the 2000 cohort were actively looking for work.

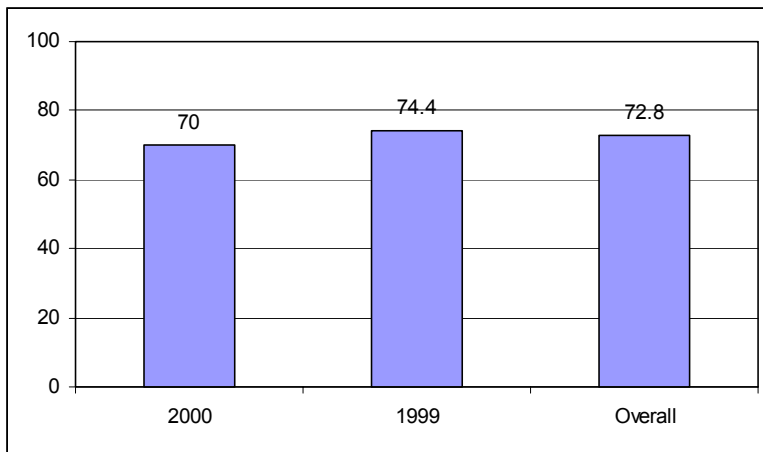


Figure 2: Percent of students currently employed

Anecdotal data show that these students had jobs in food service, as cashiers and clerks, labor and construction, day care, preschool or nursing aides, auto mechanics, drafting, farm and ranch work, and vocational tasks in disability support agencies.

Table 6 shows the average hourly wages, average hours per week, and months on the job for these students. It is interesting to note that the 1999 cohort students work nearly full-time and make over \$9.50 per hour. The 2000 cohort students work just over 30 hours per week, and make just over \$7 per hour.

<u>Cohort group</u>	<u>Ave. hrly wage</u>	<u>Ave. weekly hrs.</u>	<u>Ave. time on job</u>
1999	\$9.57	38.34	15.65 mo.
2000	\$7.09	30.07	12.97 mo.
Overall	\$8.02	33.18	13.96 mo.

Table 6: Average wages, hours, and time on job for 1999 and 2000 cohort students

Parents were asked to rate the students' satisfaction with their present jobs on a scale from 1 – not satisfied to 5 – very satisfied. Figure 3 shows that most students were satisfied with their jobs.

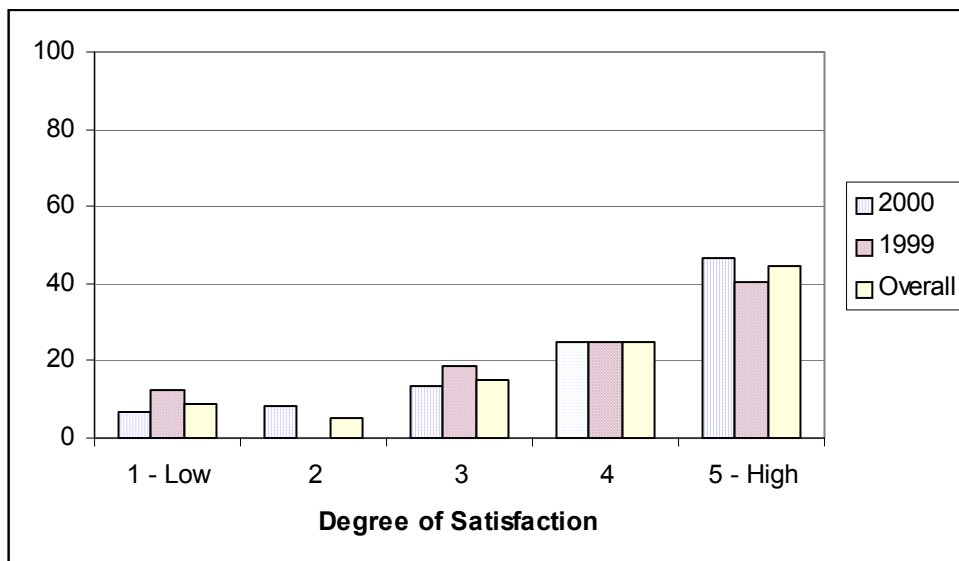


Figure 3: Percent of students satisfied with current job

Previous jobs. Parents were asked if the students had worked at other jobs prior to their current job. Over two thirds of the students, 71.4% of the 1999 cohort and 64.7% of the 2000 cohort, had previous jobs. The average number of previous jobs since high school (not including the current job) was 2.42 jobs for the 1999 cohort and 1.59 jobs for the 2000 cohort. Overall, students had nearly 2 jobs (mean = 1.91) since high school.

Parents then provided additional information for up to three previous jobs. Anecdotal data show that students had a wide variety of previous jobs including horse trainer, clerk/cashier, casino worker, telephone surveys, and food service. Students left the previous jobs for a variety of reasons including dissatisfaction with job, the work was seasonal, they were fired or laid off, they found better jobs, or they went on to school.

Figures 4, 5, 6, and 7 show data on the previous jobs, including job satisfaction, hourly wages, hours per week, and time on job.. Overall the students were satisfied with their previous jobs according to parent report. The data show that the students worked approximately 30 hours per week on their previous jobs, made between \$7.00 and \$8.00 per hour on the jobs, and spent from 2 to 12 months on those jobs.

Figure 4: Percent of students satisfied with previous jobs

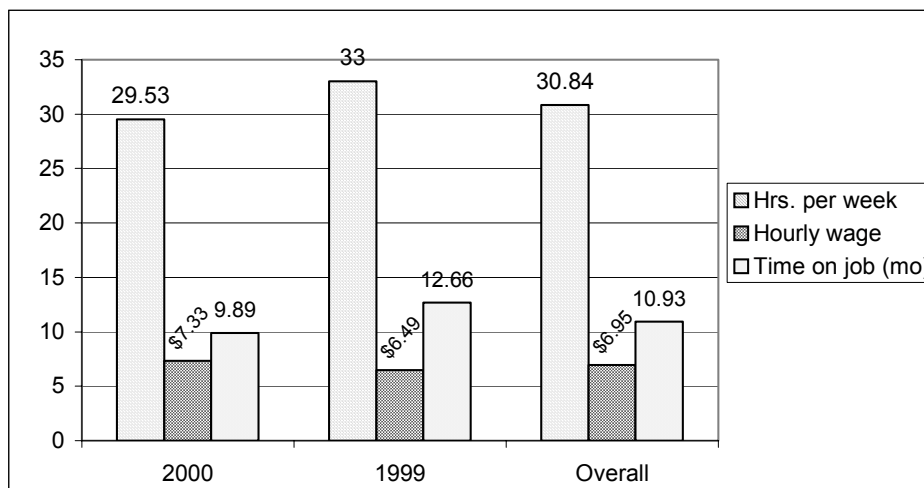
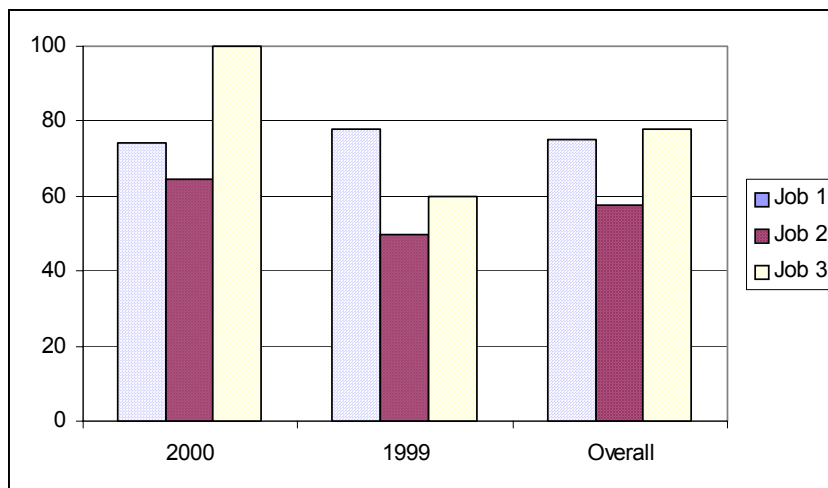


Figure 5: Work hours, wage, and time on job data for previous job 1

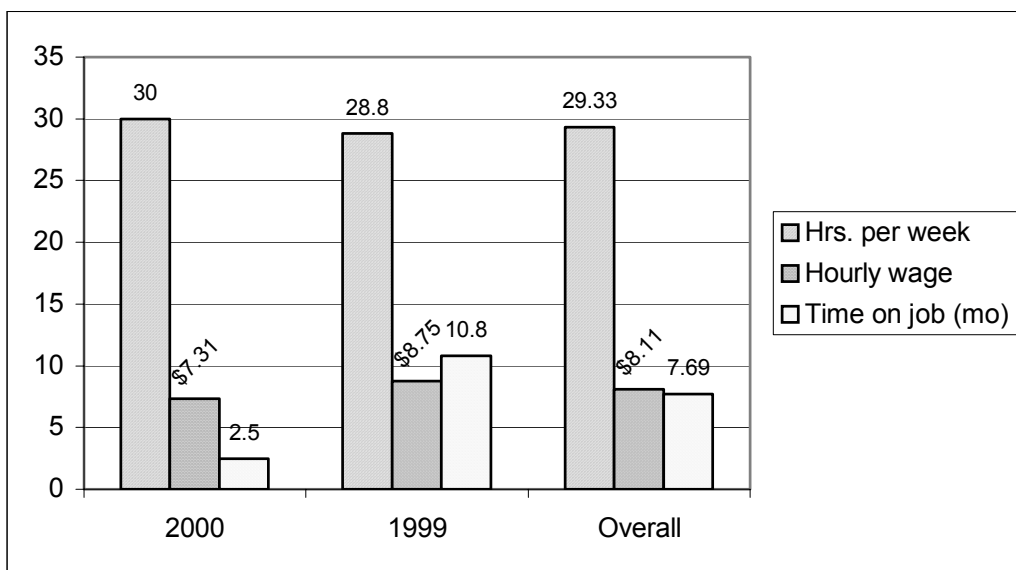
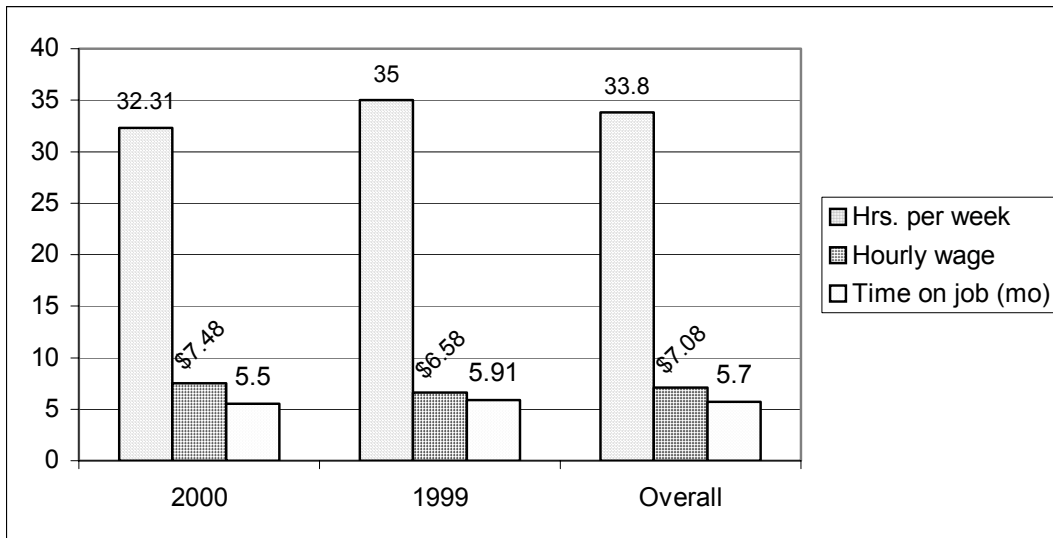


Figure 6: Work hours, wage, and time on job data for previous job 2

Figure 7: Work hours, wage, and time on job data for previous job 3

Living Arrangements

We next asked parents about the students' living arrangements. Table 7 shows the students' current living arrangements. Over one third of the students lived with their parents, while another third lived in rented apartments or homes either by themselves

or with others. About 1 in 6 had other living arrangements including assisted living apartments, college dorms, and fraternity/sorority houses. One student was in prison.

<u>Residence</u>	<u>1999 cohort</u>	<u>2000 cohort</u>	<u>Overall</u>
Own home	10.0%	3.4%	5.8%
Rent apt./home by self	22.0%	14.8%	17.4%
Share rented apt./home	18.0%	12.5%	14.5%
Supervised apartment	0.0%	2.3%	1.4%
Group home	2.0%	1.1%	1.4%
Live with parents	34.0%	43.2%	39.9%
Live with other relatives	2.0%	0.0%	0.7%
Other	8.0%	21.6%	16.7%

Table 7: Percent of students by living arrangements for the 1999 and 2000 cohorts

We also asked about the marital and family status of the students. Parents reported that 10 students overall, four in the 1999 cohort and six in the 2000 cohort were married. A total of 17 students had children, 11 in the 1999 cohort and 6 in the 2000 cohort. Only one of these students had two children while the remainder had one child.

Social Activities

Parents were asked about the social activities and community participation of the students. Figure 8 shows how often students went out with others each week. The majority go out between one and five times each week, while few appear to be homebound. Parents provided anecdotal data regarding the students' recreation activities. They said the students participated in a wide variety of sports, were involved in Special Olympics, participated in outdoor activities such as camping and fishing, jogging, walking, went to community sports events like baseball and basketball, played pool, raised pets, watched TV and videos, worked on their vehicles, and frequently "just hung out with friends".

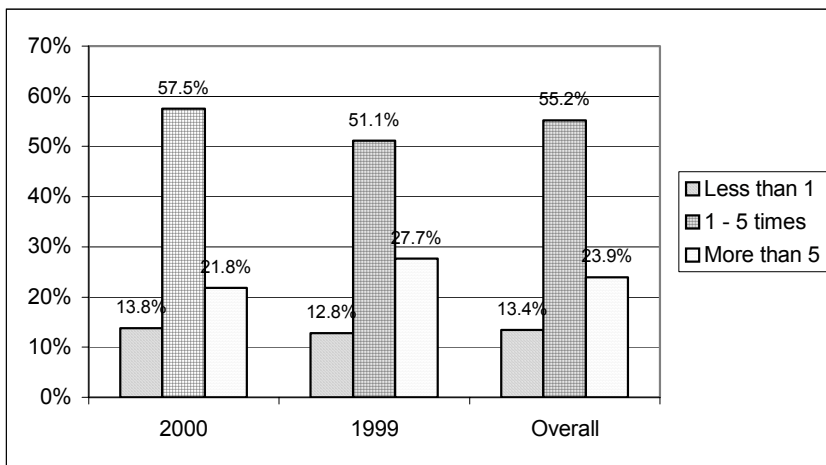


Figure 8. Percent of times per week that students go out with others.

About one fourth of the students (24.1% of the 2000 cohort and 20.4% of the 1999 cohort; 22.8% overall) did volunteer work which included church activities, senior center visits, college student organizations, youth coaching, and even blood donations. In addition, these students were involved with a variety of community organizations including their churches, car racing clubs, cattleman's associations, the public schools, teamsters, park districts, boy scouts, railroad clubs, and city fire departments.

Accessing Adult Services

Parents were asked two questions about the specialized adults services these students had accessed since high school. First, parents reported that just over one fifth of the students overall received services for their disabilities (see Figure 9). Figure 10 shows parent responses when asked if the students had been referred to Vocational Rehabilitation (VR), Developmental Disabilities, (DD) or Job Service. Over half of the students had been referred to VR while only about 1 in 7 had been referred to DD or to Job Service. Some parents reported that their children received note taking and other services in college, while some students received assisted living care or social security assistance.

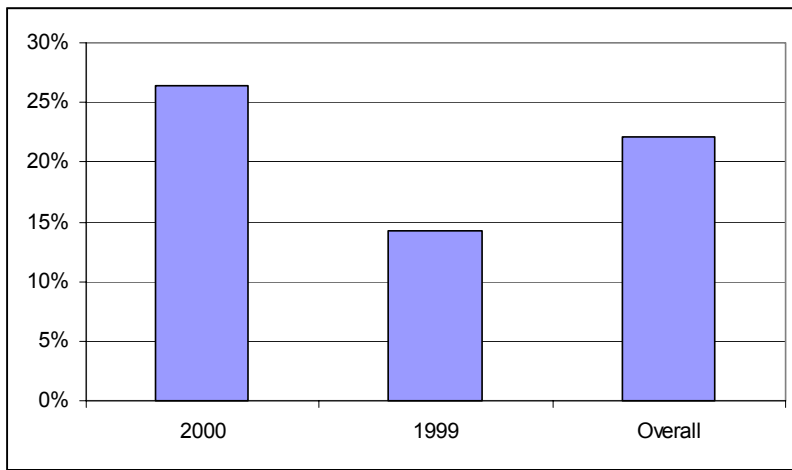


Figure 9: Percent of students receiving post-high school services for their disability

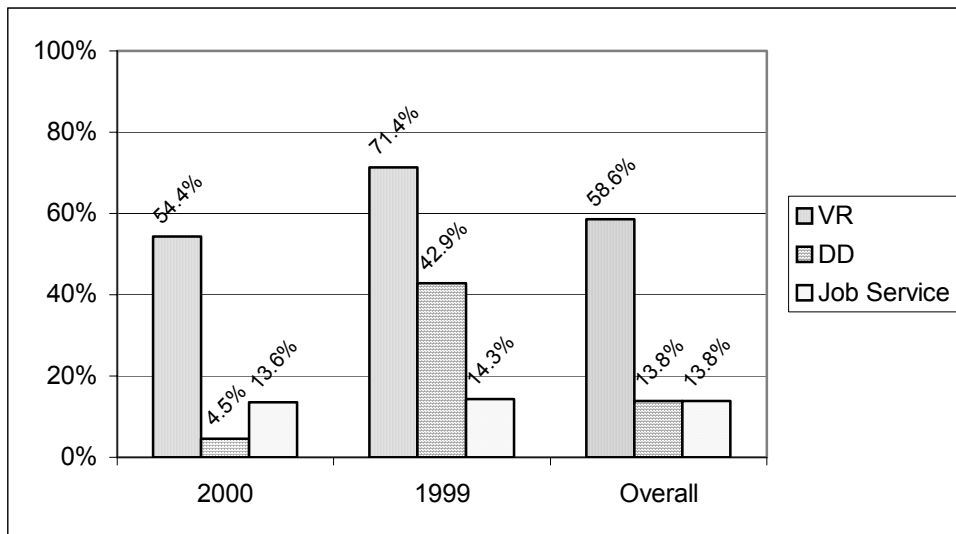
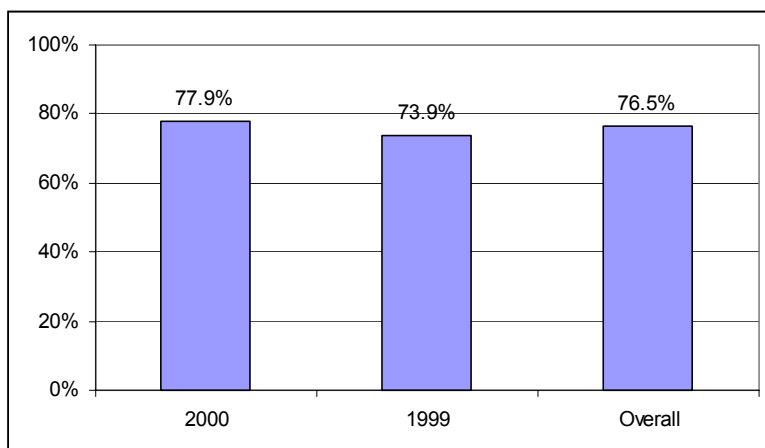


Figure 10: Percent of students referred to adult services agencies for post-school services

High School Satisfaction

Finally, parents were asked if the students were satisfied with high school and if they were prepared for life after high school. Over three fourths of the parents said that their children were satisfied with high school (see Figure 11).



The parents were also asked to explain why they were or were not satisfied. Both positive and negative comments were collected (see Appendix C). Positive comments included statements such as

- “senior year best, was mainstreamed with others and given extra help”
- “quit Ritalin in junior year, helped his experience. Enjoyed classes and extra help”
- “got along with others, got the help he needed”
- “got along well with teachers”

Negative comments included

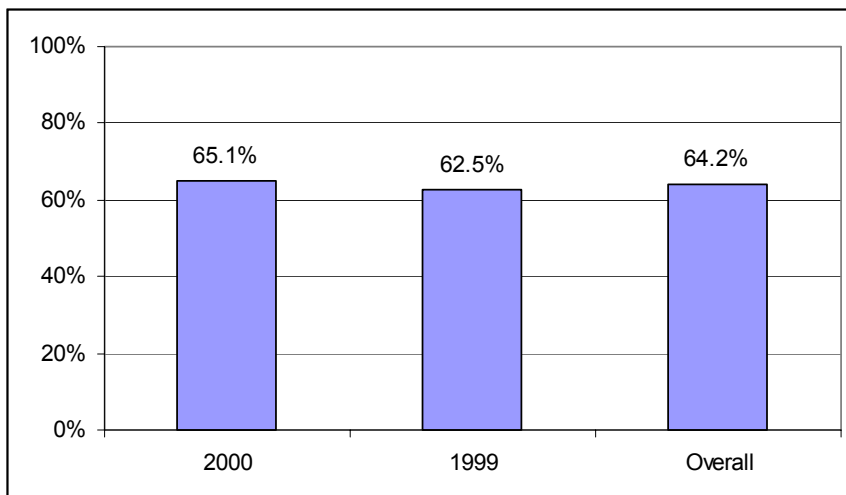
- “hated it, felt different because he had to go to different classes”
- “tough time in school – reading really a problem”
- “treated badly”
- “did not enjoy the label of learning disability”
- “no friends, picked on”

Parents were asked what could have been changed about their children’s high school experience. They provided many comments that included the following:

- “motivate him more”
- “more socialization with peers, did not participate with others outside of school”
- “too much to change”
- “better teachers”
- “more daily living skills”
- “the way goals were met with her IEP”
- “needed to be hands on experience”
- “identifying the problem earlier – get help earlier”
- “more flexibility in school curriculum”

Figure 12 shows the results of parent responses regarding preparation for life after high school. Just under two thirds of the parents thought that the students were prepared for post high school life.

Figure 12. Percent of parents who thought students were prepared for life after high school.



They again provided comments to their responses. These included the following:

- “did not think this initially, but happy with the way things have turned out”
- “grew up after college, was not ready for bills and rent, but ready for college”
- “special services did not follow up – teacher who was supposed to take care of this moved”
- “opened up with help”
- “wasn’t prepared for life”
- “his is doing, but it is tougher than {student} expected – Dad helps out when he can”
- “needed more maturity, lonesome when he left for school”
- “schoolwise, but not daily living skills”
- “as well as anyone is prepared after high school”

Summary

The resulting data from this project will be valuable in the next several years. The intention of this project is to survey the high school students at the time of exit, one year after exit, and again three years after exit. Thus, for each student, a total of three contacts will be made over 5 years. This will ultimately provide us with a comparable, longitudinal picture of ND students. Comparing these data will be critical in examining trends, patterns, and developments, thus giving indicators of what in the education delivery system is effective and what is not. The data will prove useful towards the future of students with disabilities in not only their academic lives but also in their personal lives for a better quality of life.

State and local education personnel are encouraged to use these data for individual student planning, as well as more comprehensive school system planning. Comparison of data over time will allow for a clearer picture of the effectiveness of our educational efforts with students with disabilities.

Appendix A

Interview

Questionnaire

NDCPD Transition Followup Project



Interview Questions - Parent Perspective

1st Contact _____
2nd Contact _____
3rd Contact _____

Supported by the ND Dept. of Public Instruction (DPI), Office of Special Education

Student Name: _____ ID #: _____

Phone Number: _____ Parent/Guradian Name: _____

EDUCATION/TRAINING

1. Is _____ attending or has he/she attended any type of school or other training after high school?
___ NO - go to **Employment Section**
___ YES 1a. Where is or did _____ attend? _____
1b. What did _____ study?

EMPLOYMENT

2. Is _____ currently employed? ___ NO - go to Question 3 ___ YES - go to Question 4
3. Is he/she currently looking for work? ___ NO - go to Question 9 ___ YES - go to Question 9
4. How many hours on average does _____ work per week? _____
5. What is _____'s job title? _____
6. How much does _____ make per hour? _____
7. How long has _____ been employed at this job? _____
8. On scale of 1-5 (1 not very satisfied & 5 very satisfied) how satisfied is _____ with this job? _____
9. Has _____ had any other jobs since high school?
___ NO - go to **Living Arrange** ___ YES. 8a. If so, how many? _____
10. **Past Employment**
- | | JOB 1 | JOB 2 | JOB 3 |
|----------------------|-------|-------|-------|
| Job Title | _____ | _____ | _____ |
| How long employed | _____ | _____ | _____ |
| Why job stopped | _____ | _____ | _____ |
| Hourly wage | _____ | _____ | _____ |
| Hours/week | _____ | _____ | _____ |
| Was _____ satisfied? | Y N | Y N | Y N |

LIVING ARRANGEMENTS

11. What is _____'s current living arrangement? <INTERVIEWER - pick best fit from description>
- ___ a. Own home or is buying it.
___ b. Live independently in a rented apartment/house
___ c. Live independently and share a rented apartment/house with a friend.
___ d. Live in a supervised apartment
___ e. Live in a group home.
___ f. Live with parents
___ g. Live with relatives (not parents)
___ h. Live in a residential facility or institution
___ i. Other – Specify _____

12. What is _____'s current marital status? ☐ Married ☐ Single ☐ Divorced/Separated?

13. Does _____ have children? ☐ No ☐ Yes 13 a How many? _____

OTHER

14. How often a week does _____ go out with other people? (pick best fit from description)

☐ less than once

☐ 1 to 5 times

☐ more than 5

15. Was _____ satisfied with his/her high school experience?

☐ No, please explain _____

☐ Yes, please explain _____

16. If you could change anything about _____'s high school experience, what would you like to change?

17. Do you feel that _____ was prepared for life after leaving high school?

☐ No, please explain _____

☐ Yes, please explain _____

18. Does _____ do any volunteer work?

☐ No ☐ Yes 18a. If so, for whom? _____

19. What community organizations, if any, is _____ currently involved in? _____

20. What types of things does _____ do for recreation?

21. Does _____ receive services for his/her disability?

☐ No ☐ Yes 21a. Has he/she been referred to

Voc Rehab	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Dev. Dis	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Job Services	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Additional comments:

That's the last question I have. Thanks very much for helping us out. This information will help us greatly. Bye!

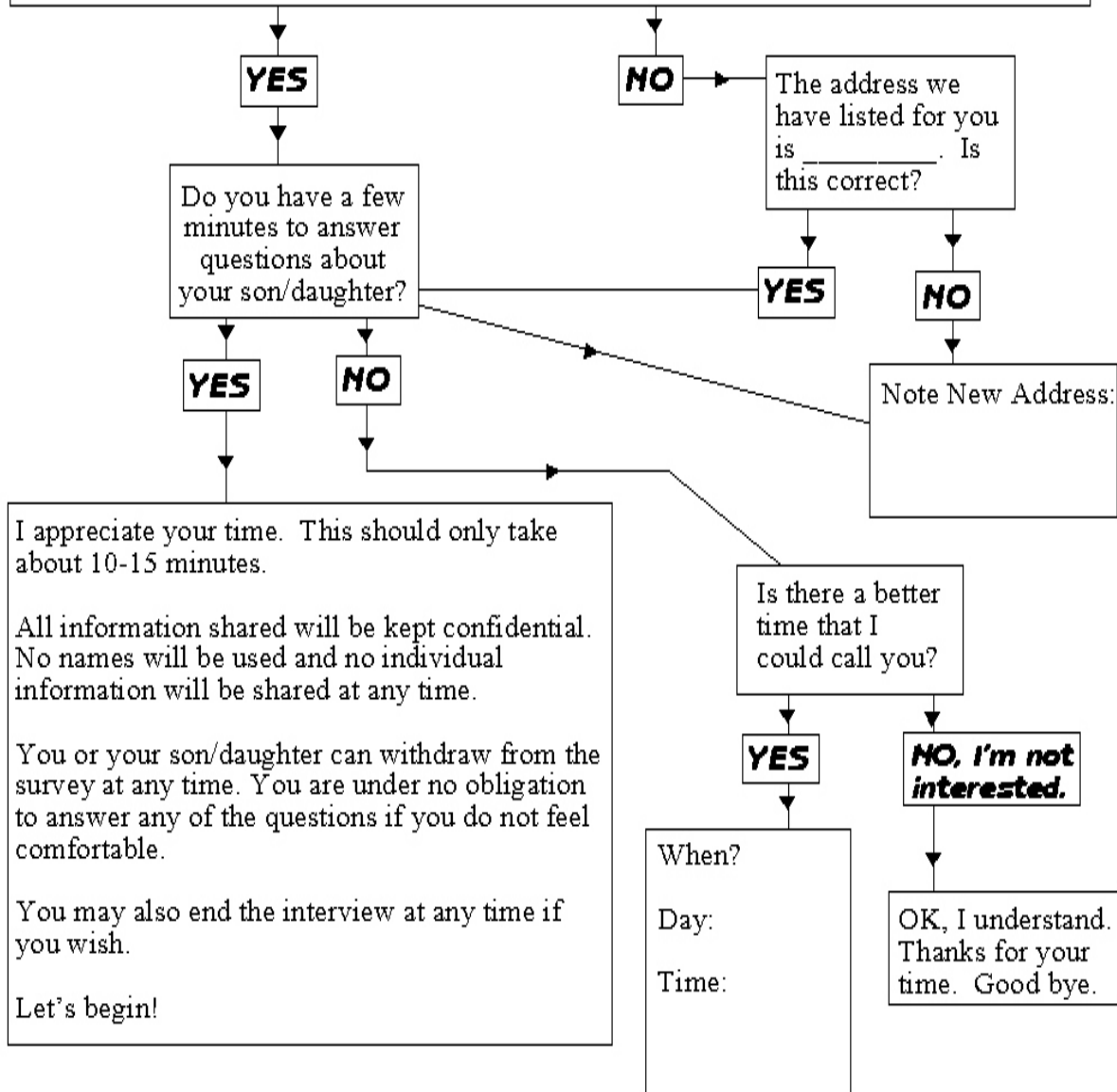
Appendix B

Survey Script and FAQs

Transition Followup Project Interview Intro Script

Hi! My name is _____ and I'm calling from NDCPD at MSU. On behalf of the ND Dept. Of Public Instruction, we are conducting an interview of parents who have had children who were in special education programs in high school to find out how they have been doing since they left high school. This information will help the state and the school district improve their special education services.

A few weeks ago, we sent you a postcard describing our project. Did you receive it?



Frequently Asked Questions

Supported by the ND Dept. of Public Instruction (DPI), Office of

Special Education

How do you know or get my name? When your son/daughter was in his/her senior year in high school, he/she agreed to sign up for a study that the ND DPI's Office of Special Education organized to follow students in transition from high school and also see what they were doing in the following years.

How do you know my child? When your child was in his/her senior year in high school he/she agreed to sign up for a study that DPI's Office of Special Education organized to follow students in transition from high school and also see what they were doing in the following years.

How did you get my number? Your phone number was recalled from files in your child's Special Education unit. *<2001-2002 Only for Release forms>* (You or your child filled out a release form when he/she was in their Senior year of High School to participate in a study about transition after High School in order to allow us to use this information for the study.)

Where are you calling from? I am calling from the ND Center for Persons with Disabilities at Minot State University. We are involved in the transition study that you were contacted about in a postcard we sent out to you in the last week or two.

Where did you get my information from? The information we needed to contact you and know about you was released to us by your Special Education Unit from your son/daughter's High School. When your son/daughter was a senior in High School, he/she volunteered to participate in a study organized by the ND DPI looking at their Transition from High School and after High School as well as their opinions of how helpful the program he/she participated in at school was to prepare them for leaving school.

What will you do with this information? The information that we will collect for the study will go into a database. We will stay in contact with your son/daughter for up to 5 years, depending on how long he/she agreed to participate in the study. After all the data is collected, a final report will be drawn up to look at all the information gathered and how the High School programs can be changed or improved to allow for better transitions from school.

What is NDCPD? NDCPD is a research and service center focused on individuals who have disabilities in North Dakota. It is the mission of NDCPD to advance the state of the art and promote the adoption of practices that effectively and appropriately increase the independence, productivity, integration, and inclusion of people who have disabilities.

In case of a 'referral' or 'diagnosis' call, If a parent asks about their child's condition or has questions about a referral like how to could they get a job, refer these calls to Brent Askvig.

Appendix C

Survey Anecdotal Data

Question 1a: Types of School or other Training after high school.

ND Colleges	10	Wahpeton State College	2	Jamestown College
	5	Williston State College	2	Mayville State University
	5	NDSU, Fargo	5	Lake Region State College
	6	Bismarck State College	3	Josef's School of Hair Design
	2	MSU Bottineau	1	Burdick Job Corps
	2	UND, Grand Forks	1	University of Mary
Out of State Schools	2	Aaker Business College	1	Menoman Tech
	4	Moorhead State University	1	Universal Technical Institute, AZ
	1	Colorado Mountain College	1	Courage Center, Minneapolis, MN
	1	Brown Institute of Culinary Arts	1	Progress & Alpha
	1	Moorhead Technical	1	York, York NE
	2	Crookston Technical School	1	Landmark College - Vermont
	1	Alexandria Technical College	9	Northwest Technical College, MN
	1	WSC, University of MT		
Unknown	1	West Dakota Technical Institute		
	1	Vocational Rehabilitation		
	1	Job Corps		

Question 1b: What did the student study.
(Alphabetical Order; If more than one listing, number indicated)

	Accounting	8	General Studies
5	Architectural Drafting / Engineering		Job Development
5	Auto Mechanics/Diesel/Small engine repair	2	Lineman program
	Auto Parts & Retail		Machinist
6	Business/ Business Admin / Management		Nurses Aid
3	Carpentry		Political Science
2	Commercial Refrigeration & Cooling		Power Plant Tech
2	Commercial Arts/Graphic Design		Psychology Major
	Communication and Design		Railroad Operations
3	Communication-Public Relations		Secretarial / Legal Admin. Assistant
3	Computers/Computer Graphics		Telecommunications
3	Cosmetology/Beautician		Truckdriving
3	Culinary Arts	2	Welding
6	Education-Elementary/LD/SPED/EC Dev		

Question 5: Job Titles

(Alphabetical Order; If more than one listing, number indicated)

	Architectural Drafter		HE Everson
	Assistant Manager	22	Labor/Construction
5	Auto Mechanic		Lake Region Corp.
	Bank	3	Nurse Assistant/Assisted Living
	Blackjack Dealer		Phone Work, Security
3	Carpenter		Rancher
6	Cashier-Grocery/Convenience Store	9	Sales Clerk/Department Store
5	Cleaning/Janitorial		Seamstress
	Coach, Hockey Team		Supervisor, credit card
3	Daycare/Preschool		Theatre Worker
3	Educational Training Center		Turtle Mountain Corp.
20	Food Service		Vocational Training Center
3	Front Desk - Hotel		Work Study

Question 10-1a: Job Titles from Job 1

(Alphabetical Order; If more than one listing, number indicated)

	Bill Collector		Fertilizer
	CAN	18	Food Service
	Casino		Horse Trainer
	Checker Auto Parts	33	Labor/Construction
2	Cleaning/Janitorial		Medicare
8	Clerk-Dept. Store/Movie Store	2	Nursing Home
7	Clerk-Grocery/Convenience Store		Produce
	Coach (soccer)		Telesurveyor
	Daycare		Valet Parker
	Delivery (Phone Books)		Volunteer

Question 10-1c: Why Job 1 Stopped

(Alphabetical Order; If more than one listing, number indicated)

	Closing		Passed away
4	Fired		Prison
14	Found better job	13	Quit, not happy
	Injury	10	Seasonal
	Internship	21	Started School
2	Laid off	2	Still there
	Lost Boss		Stopped
4	Moved		Transportation Problems
	No idea		Volunteer

Question 10-2a: Job Titles from Job 2
(Alphabetical Order; If more than one listing, number indicated)

	Bagger at Grocery Store		Holly Sugar
	Carpenter		Janitor
	Comfort Inn		KMart
	Deliveries	12	Labor Construction
7	Food Service		Simplot

Question 10-2c: Why Job 2 Stopped
(Alphabetical Order; If more than one listing, number indicated)

	Back Problems		Personal
6	Didn't Like/Unhappy		School Stopped
3	Fired	6	Seasonal
	Fireworks		Supervisor conflicts
3	Found New Job	3	Went back to School
	Got more cars to work on		

Question 10-3a: Job Titles from Job 3
(Alphabetical Order; If more than one listing, number indicated)

	Automotive		Gas Station
	Construction		Grocery Bagger
	DJ		Telephone Work
	Food Service		Yard Work at farm

Question 10-3c: Why Job 3 Stopped
(Alphabetical Order; If more than one listing, number indicated)

	Back Problem		Seasonal
	Did not enjoy		Sold Farm
	Into his field		Still Employed
2	Let go		Stroke

Question 11: Other Living Arrangements
(Alphabetical Order)

Apartment with husband	Married with child in apartment
Assistive living in Fargo	Prison
Dorms - 7	Rented house with husband
Fraternity House	Sorority House
Live with parents as nanny	With boyfriend and sometimes at home
Live with girlfriend and daughter	With Wife's parents
Married in Apartment	With uncle
Married with husband	Works in Lodge, housing paid for

**Question 15a and b: Explanations for student's
satisfaction with high school experiences**

- X Never said he wasn't
- X No Friends, picked on
- X Not until his senior year; got into area he was interested in (voc. Courses)
- X Student wanted out of SPED, mom wouldn't let him out
- X Proud of it
- X Senior Year best, was mainstreamed with others and given extra help.
- X Hard to fit a program to suit everyone's needs. Good experience, good teachers.
- X Satisfied with help and IEP meetings.
- X But sometimes did not like how she was treated.
- X Liked Special Ed teachers, but did not care for Regular Ed teachers
- X Did not enjoy the label of learning disability
- X Anne Hopp did a good job - happy with school and extra help
- X Knows programs helped him, but did not like school. Doctor was forceful to put him on ritalin.
- X Fargo South- poor school- not setting help for his dyslexia. Destroyed moral-had poor teachers, graded on spelling.
- X Thought she could do more - in math
- X After moved to ND - They came from MT and hated it, much better here, moved in his senior year
- X Not Sure
- X Quit Ritalin in junior year, helped his experience. Enjoyed classes and extra help
- X She loved her Special Ed teacher, if it wasn't for him she wouldn't have made it though High School
- X Helped him open up because he is shy
- X Misses it
- X Partially
- X Tough time in school - reading really a problem
- X Wishes he would have studied more and get into sports - he regrets getting into trouble
- X He wanted to take automechanics in high school, his schedule was arranged so that he could not.
- X Great help, very pleased with Mary Huber at Newburg.
- X Treated badly from vice-principle
- X She wanted to be more in mainstream
- X Kids were mean, teachers were o.k.
- X He was in sports - wrestling
- X He did not care for High School (2)
- X As much as she could - special classes - teachers good

1999-2000 Survey Results - Comments

- X School disregarded IEP (didn't follow IEP) - teachers blocked and didn't follow through. One teacher said if he followed IEP he would not receive an A in class
- X Got along with others, got the help he needed
- X Not willing to say
- X School was hard and he did not like it, but missed it when he was gone.
- X Help with school when she needed it
- X Was satisfied - struggled senior year
- X Peer pressure
- X Good teachers, felt confidence - in theatre and drama
- X He wishes he would have applied himself more
- X Wonderful LD program (2)
- X Problems with some teachers - others were good
- X Problems with teachers (2)
- X Socially tough, glad to get done
- X Very good - it was hard to get her in LD classes
- X Loved it - got good help
- X Math & Science hard, English easy, System cared for her, Didn't know what she would do without them
- X Hated it, felt different because he had to go to different classes, felt singled out
- X Problems with students, teachers were good
- X No desire to do homework - Jesse felt LD teachers could have done better by not being segregated.
- X She liked some of it, some classes she did not
- X From what we have seen she has come a long way
- X Yes - People were nice but were so overloaded that she didn't get all the services that she could have had (helped her but not what she needed to deal with her LD)
- X liked high school (17)
- X Difficult experience because of students
- X Because of kids he was with
- X As far as they know-(7)
- X Was getting boring for him
- X Satisfied with public school system
- X Because of her disability and illness
- X School did not meet her needs
- X After cancer treatments she had help - put her in special classes - it helped her relax
- X Felt classes were good, would have liked more classes that pertained to his line of work
- X Had fun
- X But had some frustrations
- X Less than satisfied with special services
- X Took subjects he liked
- X Quality of teachers was higher in Minot. Get more attention. Minot people were great, caring for Steve in high school.
- X Got along well with teachers

Question 16: Changes you could make about student's high school experience

- X More involved in high school activities - prom, sports (5)
- X Motivate him more
- X Availability of knowledge for parents about dealing with LD. Info hard to get. Should be passed on to parents.
- X Size, too large
- X Student's Attitude
- X Not anything (16)

- X The way they handle class for SPED needs-classification name of EMH was a label for kids who received extra help.
- X Get better grades.
- X More social interaction with peers, did not participate with others outside of school.
- X He did not want to participate in extracurricular activities; parents wish he were more involved.
- X Found out about his problem earlier and had counseling
- X Was promised money to help him out, did not receive it and was disappointed
- X Felt out of place with Special Ed programs, wished he could have done with out them. Does not see how Ritalin was to keep him behavior, not for behavior.
- X Mother liked discovery program and did not like Fargo South School. Special Ed program was bad and teachers did not help Mark (he was accelerated in math and science) - did not get enough attention
- X Not satisfactory, she was left alone, special ed teachers helped overcome reading and spelling programs
- X Cooperation of teachers, they had their own interests in school affairs, this should not happen
- X Not sure
- X More time with teachers- She was a good student - Special services were good in the school
- X Moved sooner
- X Attitude of faculty (4)
- X A few teachers he did not like, but enjoyed ROTC
- X Not too much to change, she went to school with her sister and was happy
- X The social crowd she was with
- X Have him be more outgoing, very shy. Play basketball.
- X That they would have found his stuttering problem sooner, it would have helped him more
- X Better grades in school
- X Counselor was bad. Told him he would never amount to anything.
- X He had problems, still does with ADHD- services O.K. at Westhope.
- X Westhope-bad attitude- had problems getting him tested. She had to evaluate herself to diagnose his problem - transferred to Sherwood- they were really good (went back for his senior year)
- X Better teachers - overall good experience
- X Unsatisfied with last 2 years of school - until then she was satisfied
- X Services need to be improved (special classes) written tests are still a problem - (has limited job opportunities due to problems with written tests)
- X Mohall has been a good program. I was satisfied.
- X Have teachers and advisors that encourage students to go into what they want to - bad advising
- X Her grades - special services were good.
- X She was very satisfied with the services Ryan received but wishes he would have studied more and stayed out of trouble
- X More emphasis on those who are not scholastic achievers should have the same opportunities as everyone else.
- X Teachers out for money - didn't care about students
- X More daily living / work skills
- X Not in HMR
- X More involvement in vocational school - starting earlier as freshman, sophomore - he started in junior year
- X More technical training than educational training - job specific
- X Satisfied with education (9)
- X Wished she could be happy there
- X Behavior in school
- X Nervous about school - help she needed was there
- X Wished she could have done better
- X The way goals were met with her IEP - she was a visual learner - goals in IEP didn't meet her needs - didn't learn to study and take tests - high school and college
- X Vocational instructor said he wouldn't go to college - LD teacher was great

- X Pain from divorce of parents - need more money management, real living stuff
- X Teachers need more training in disabilities and need more understanding/teaching strategies
- X Children teased (2)
- X More experience in computers and technology in high school
- X Better counselors, social intervention, personal supervision, school should have reported Mom for neglect
- X He would have tried harder sooner
- X Improve her self esteem
- X How to do short papers, more short writing
- X Interaction
- X Wishes she was in special ed classes from the very beginning
- X Friends, wrong friends and ideas
- X Needed to be hands on experience. Would've rather been somewhere else. Rules seemed strict, people too cliquey.
- X Needed more emphasis on studying on their own - Big change when she entered college - Need to be taught how to give time for themselves - Depended a lot on LD teachers
- X Bigger school, have kids accept him
- X More involved in Special Olympics - Special services were good at school
- X Made him stay in school and get diploma
- X Not change, but maybe more counseling with the counselors
- X Work harder on helping her learn how to study or learn for tests
- X Identifying the problem earlier - get help earlier
- X That the High school knew more about disability - more training for teachers
- X Programming was not good - Fargo - but teachers were good. Teachers need more training in Autism - they were unprepared
- X The way kids treated him - satisfied with services from school
- X Establish programs where students with disabilities set work experience - vocational program
- X Liked schools, principals, people that worked with him (went to prom kids were nice)
- X Could have been a better high school curriculum. Could have prepared him better for job would.
- X Educating should have been more functional and challenging and life skills oriented
- X Wishes the school would have found her disability earlier, found in Junior year
- X Put into public school sooner (was in parochial school freshman and sophomore year) - excellent special services at Fargo North
- X If he were a reader ACT would have been better
- X Better study habits and no illness
- X She would have got better grades to get into college - special services she received were good
- X Maybe prepare more for college
- X More flexibility in school curriculum - unfamiliar with new techniques (kept repeating same thing) - If you did not learn that way, you were out to lunch
- X Only serves children's ability to average level. Had to take him to outside education. Not until 6th. Missed 6 years of skill building. Got put into EB d room, and had him coloring.
- X Money skills - money does not grow on trees - special services were very good
- X Commend Fargo on wide variety of courses - special services were very good - help with reading and spelling
- X Didn't get the testing that he needed - should have been tested earlier - system did not serve them adequately
- X He should have been living at home
- X Personality conflict with teacher caused problems freshman year. Wished she would've let him drop it.
- X Wish there were better programs available for ADD students. They should offer more than one type of program in Dickinson.

Question 17a and b: Was student prepared for life after high school?

- X Done really well, good w/computers, fixing them
- X Level headed, got help
- X Emancipation training, emotionally imature, not enough help to prepare her
- X Independent, made decision to go to school and move to job
- X Schooling helped him; was not ready to leave (maturity)
- X Suicide
- X Hard to deal with life and what will happen.
- X Grew up after college, was not ready for bills and rent, but ready for college.
- X Instruction was good, did not dwell on things she did not need.
- X Positiveness in shop class, teachers helped him
- X Special services did not follow up-teacher who was supposed to care of this moved out of state-they had to sign release forms waiving responsibility of district.
- X Hard to teach with disability, did not try hard because he was discouraged
- X Fargo South allowed him to go back to High School for one semester, since he did not feel ready to leave school.
- X Did not think this intially, but happy with the way things have turned out.
- X Teachers at Fargo South destroyed attitude about school. Mark left defeated-felt he would never make it in college.
- X They still have to look after her
- X She is doing well in college
- X College prepared her better than High School
- X Trenton High School, good special ed teacher
- X Nobody in High School is prepared
- X 100% extra help
- X More ESL in school, Claudio moved from Brazil. One teacher was bad in school
- X Not to live alone and independently.
- X As much as can be expected; naïve; moved in with boyfriend after High School and he helped her
- X Paying bills, responsibility (2)
- X Opened up with help
- X Good worker
- X Wasn't prepared for life (3)
- X He is doing but it is tougher then William expected - Dad helps out when he can
- X More so after 1st year of college
- X We had to show her that
- X I think he was prepared.
- X doing well (8)
- X Needed more maturity, lonesome when he left for school.
- X Schoolwise, but not daily living skills.
- X Didn't get anything out of it
- X As well as anyone is prepared after high school
- X A shock for her, but very independent minded
- X Teachers didn't teach him - teachers need education on students with disabilities
- X Mom wishes he would have went to college
- X She still needs a little help but doing ok.
- X Grown up the past year - got help in school and can still get help
- X Mom did not want to let him go, doing O.K. now
- X Not sure
- X She learned a lot after high school
- X No success at college - but she does well at her job and is a good worker (lack of confidence because of academic)

- X She was scared
- X Never through out school
- X Prepared for college, not life (2)
- X Need more independence
- X After getting GED
- X Need more character and ethics, deal with the pressures of life (2)
- X Not totally, can't be on his own
- X Personality conflicts - gullible
- X Not ready for responsibility, work and life (2)
- X Facing professors on her own
- X Had no plan
- X Ready to leave home, but was lonely when she left for school
- X Definitely
- X She has a lot of strength - as much as people are prepared for life
- X Somewhat prepared for life
- X But he is learning
- X I think so
- X For the most part - he is doing well but still needs help (2)
- X As well as he could be
- X Absolutely
- X Could not handle being on his own
- X No one took the time to train him (2)
- X Reasons above
- X Other than reading disability, he scores very high in all subjects
- X But she has learned a lot since she got married
- X He wants to get more school, but unprepared
- X Spending too much money on college - to get what she should have learned in high school
- X Hard to answer because mother has kept her with her most of the time
- X Because of her disabilities she cannot care for herself
- X More mature for her age
- X He's a kid
- X Immaturity and not responsible (2)
- X High School did a good job - special services really cared about the kids
- X His own personality (2)
- X He was more mature than classmates. There was some adjustments in leaving home.
- X Extremely independent

Question 18b: Volunteer Work?

- X Donated blood, was a donor, liked working with DD, elderly (2)
- X Not sure
- X Church, youth group in high school
- X Associated with the school (community functions)
- X Will help out friends if needed
- X Swimming-Red Cross, through church
- X Church organization (3)
- X Helps out others
- X Community work, fire department and friends
- X Neighbors
- X Wrestling coach (2)
- X Ladies night calloway
- X Listen Center

- X Coach hockey
- X Special Olympics
- X Nursing home **(3)**
- X Senior center, Buffalo Supper
- X Sorority does volunteer work
- X Park Board
- X NDSU - Student organization SIFE - student in Free Enterprise
- X During floods he volunteered
- X College football
- X Anne Carlson Center
- X Through basketball team - charity work
- X Brownie Troops leader
- X Soccer coach

Question 19: Community Organization Involvement

- X Teen's Mom
- X Paul Bunyan Park involvement
- X Special Olympics, Dinner Club
- X Teamsters Union
- X Fireworks association
- X Public Schools
- X Cattleman's Assn, Stockmans Assn, Angus Assn, Quarterhorse Assn
- X City Fire Department
- X Car racing club
- X Greater Bottineau Area
- X Railroad club, Eagle Scout in Williston
- X Flag football
- X Church (2)
- X Skating rink
- X Tourism Committee
- X Boy Scouts
- X Home Builders Association
- X Oddfellows

Question 20: Recreation

- X Activities center
- X ANIMALS: raises reindeer, raising animals, shows cattle, horses, pets **(8)**
- X Arts/Crafts **(6)**
- X Auction
- X Baking/Cooking **(2)**
- X Biking **(8)**
- X Bingo **(3)**
- X Camping/Hiking/Lake **(14)**
- X Cars: model cars, fix up cars/trucks, **(5)**
- X Church
- X Coaching
- X Computer **(5)**
- X Concerts **(4)**, Music **(12)**, Dancing **(5)**
- X Design
- X Dinner Club

- X Drink
- X Drive around (3)
- X Farming (2)
- X Freedom Resource Center
- X Girls (2)
- X Hunt (22)
- X Jogging/Walking (7)
- X Motorcycle
- X Movies (32)
- X Museum
- X Outdoor activities (2)
- X Paintball team (2)
- X Photography
- X Play pool/Darts (5)
- X Railroad modeling, machine work
- X Read (2)
- X Remodeling home
- X Rodeo/Ropes (2)
- X Rollerblading
- X Shopping (5)
- X Site-seeing
- X Socializing (2), runs around/hang out at mall (2), Hang out with family (4), Hang out in streets, Goes out with friends-23, Hang out at college, out for dinner
- X Sorority - social stuff, campus activities
- X Special Olympics (2)
- X SPORTS: Skiing (4), Racing (3), Fishing (16), Football (5), Baseball (1), Golfing (8), Bowling (17), Four-wheeling (4), Gym (6), Motocross Races (1), Snowmobiling/Races (8), Drag Racing (1), Boating (2), Hockey (4), Basketball (15), Skate (1), Soccer (2), Softball (2), Snowboarding (4), Swimming (5), Water Sports/Water ski (5) Volleyball (2), general sports (9)
- X Taking care of daughter (2)
- X The Haunted Farm
- X Traveling (2)
- X Tubing
- X Watch T.V, videos, Nintendo (9)

Question 21: Other Services

- White Earth Reservation
- SSSI
- File on hold
- Case worker for assisted living
- UND Disabilities services
- Community living services in Fargo funded through SE human services
- Mainly receives notes for classes extra time for tests
- ETC
- Human Services
- Family subsidy
- Help pay for books maybe
- Will have services when she starts school in Vermont next semester
- Physical Therapy 2 times a week - other than that parents take care of her

Comments - How are they passing kids, with standardized tests? Is ND including LD kids in judgement of teacher or district. Mother does not like Fargo schools, and the district was afraid of her. ND has no entrance criteria. Son got put into study hall and never helped him with his reading disability. LD is still impacting his academic performance. He never was helped with LD. Has a 130 IQ.

